

LEADERSHIP DEVELOPMENT PROGRAM (LDP)

LEADERSHIP PERFORMANCE INDICATORS



U.S. Army Cadet Command

Examples of behavior used in this document are designed to assist the user in defining the appropriate leadership dimensions. The examples are not all-inclusive; users will use judgment in situations where observed behavior is not specifically referenced in this document.

The standards of behavior quantify differences between Excellent and Satisfactory levels of performance; performance not achieving standards for Satisfactory is considered Needs Improvement.

Loyalty (LO) - *Faithfully supporting family/friends/country/team*

Respects the constitution and laws

Has basic understanding of obligations to country/Army/self

Observes higher HQ priorities

Works within the system; does not try to manipulate the system to own advantage

Duty (DU) - *Professional work ethic*

Carries out requirements of job, tasks, or mission

Consistently performs to standard

Complies with policies and directives

Aware of and performs to professional standards

Respect (RE) - *Treating others with dignity*

Considerate in offering criticism

Deals with others fairly

Frequently listens supportively

Usually discreet and tactful

Basically concerned about others; makes some checks

Gets along with peers

Selfless Service (SS) - *Placing personal interests aside*

Perseveres despite hardship; does not shy away

Balances mission and personal needs

Able to balance needs and priorities

Willing to assist others in completion of mission

Works toward pursuing excellence

Honor (HO) - *Compelled by strong sense of right*

Has a clear sense of the public code of professional Army values

Lives within the code of professional Army values

Does not lie, cheat or steal, nor tolerate those things in others

Integrity (IT) - *Reliable and trustworthy*

Shows good moral judgment and behavior

Abides by basic moral principles

Personal Courage (PC) - *Overcoming physical and mental fears*

Perseveres in face of adversity

Adequately copes with stress and fears

Responsible for own decisions/actions

Accepts responsibility for mistakes

-Positive behavior exhibited without regard to personal cost or prospect of reward

-Military and non-military; often most accurately exhibited in "off-duty" behavior

-Strongly influenced by group acceptance/expectations

VALUES

LO

DU

RE

SS

HO

IT

PC

| Mental (ME) - Presence of intellectual capacity | |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Excellent | Satisfactory |
| Demonstrates strong will, self-discipline, initiative, confidence and intelligence | Shows evidence of some will, initiative, confidence and intelligence |
| Analyzes situations; combines complex ideas into feasible courses of action | Usually generates reasonable courses of action through analysis of situations |
| Demonstrates impressive common sense | Usually or adequately shows common sense |
| Recognizes, readily adopts better ideas | Shows ability to adopt better ideas |
| Reliably completes mentally demanding endeavors | Usually finishes difficult or mentally demanding endeavors |
| Skillfully handles multiple demands | Faced with multiple demands, handles most of them effectively |
| Dynamic self-starter, originates ideas and actions | Originates some ideas or actions |
| Physical (PH) - Presence of physical readiness | |
| Excellent | Satisfactory |
| Sets example for physical fitness, military bearing | Meets standards for physical fitness, military bearing |
| Refuses to quit; reliably completes physically demanding endeavors | Perseveres in face of adversity; completes most physical demanding endeavors |
| Exemplary physical and professional appearance | Good physical and professional appearance |
| Proactive toward own health; recovers quickly from physically demanding event, ready for next | Attentive to own health; seeks medical assistance when necessary; fulfills treatment directives |
| Emotional (EM) - Sensible and stable under pressure | |
| Excellent | Satisfactory |
| Strong self-confidence and positive attitude | Adequately shows self-confidence, positive attitude |
| Remains calm, under control, effective under pressure; never complains | Tries, with some success, to be calm and effective under pressure; rarely complains |
| Unaffected by stress, chaos and rapid change | Functions under stress or amid chaos and rapid change |
| Balances competing demands | Successfully balances most competing demands |

-Easily identified, often form the basis for first impressions

ATTRIBUTES

ME

PH

EM

| Conceptual (CN) - Skill with ideas | |
|---------------------------------------------------------------------|---------------------------------------------------------------------------|
| Excellent | Satisfactory |
| Strong judgment; critical/creative thinking and reasoning | Generally shows good judgment, sound thinking and reasoning |
| Anticipates requirements or contingencies | Readily reacts to requirements and contingencies |
| Improvises within commander's intent | Readily understands and follows commanders' intent |
| Can analyze/synthesize | Shows some analytical and synthesizing skills |
| Comfortable in realm of ideas; innovative | Can function in realm of ideas |
| Interpersonal (IP) - Skill with people | |
| Excellent | Satisfactory |
| Readily interacts with others; earns respect | Adequately interacts with others |
| Gets along well with others | Gets along with most peers |
| Actively contributes to problem-solving and decision making process | Contributes, when asked, to problem solving and decision making processes |
| Sought out by peers for expertise or counsel | Sometimes asked for counsel by peers |
| Technical (TE) - Skill with equipment and procedures | |
| Excellent | Satisfactory |
| Thorough knowledge of task accomplishment standards | Working knowledge of standards for task performance |
| Masters duty tasks | Strives for mastery of duty performance |
| Strong grasp of basic tactics, techniques, procedures | Understands basic tactics, techniques, procedures |
| Skilled in preparation of operations orders | Prepares adequate operations orders |
| Expert in basic soldier skills | Competent in basic soldier skills |
| Tactical (TA) - Applied skills in the tactical environment | |
| Excellent | Satisfactory |
| Readily applies skills to train for or to fight and win wars | Has basic skills to train for or to fight and win wars |

-Junior Level; reflect expectations of cadets prior to commissioning

SKILLS

CN

IP

TE

TA

COMMUNICATING (CO) – Ensuring complete dissemination of critical information

Excellent

Satisfactory

Oral

| | | |
|-----------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------|
| Conveys ideas and feelings concisely in a single transmission | → | Generally conveys ideas, feelings, sincerity |
| Expressions well-planned, organized and suited to audience and situation; inspires interest, attention and conviction | → | Expressions usually well conceived with evidence of some organization; generally interesting and convincing |
| Recognizes misunderstandings and resolves them clearly in a positive, team-building manner | → | Acts to determine/recognize misunderstandings and resolves them to large extent |
| Wins the audience over | → | Keeps audience on track |
| Free from grammatical errors—terms, phrases always fit the audience | → | Usually uses grammatically correct terms and phrases |
| Clear, concise visual aids; smooth presentation; uses inflection to advantage | → | |
| Attentive, supportive listener; makes appropriate notes; good retention of critical details | → | |

Adequate visual aids; few distracting gestures or sounds; makes adequate use of inflection

Written

| | | |
|-----------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------|
| Readily understood in single rapid reading by intended audience | → | Listens and watches attentively; makes appropriate notes; can adequately convey to others the gist of what was said or done |
| Readily legible both in form and content; strong command of written English | → | |
| Style varied, simple, to the point; uses active voice well | → | |
| Bottom line up front; ideas clear and compelling | → | Adequately understood in single reading by intended audience |
| Stays on topic well; clear, concise | → | |
| Writing consistently achieves stated purpose; clearly and completely meets requirements | → | Form and content are generally legible, with few spelling or grammar errors |

Reasonably simple style; generally uses active

INFLUENCING ACTIONS

voice

CO

DECISION MAKING (DM) - Demonstrating resolve and conviction

Excellent

Satisfactory

| | | |
|-----------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------|
| Drives events through smart, timely decisions; | → | Makes decisions; keeps pace with events |
| Thoroughly assesses situation; acts on key issues and likely contingencies/consequences | → | Adequately assesses situation; sorts out important aspects and decides accordingly |
| Makes the “hard, right decision” rather than the “easy wrong” | → | Usually puts being right ahead of being popular or easy |
| Balances firm resolve and flexibility - recognizes a better idea and incorporates into own decision | → | Attempts to balance resolve and flexibility; not afraid of better ideas from other sources |
| Recovers quickly after learning a decision was incorrect. | → | Pauses, but remains decisive after learning a decision was incorrect |
| Quickly recognizes need and decides/acts in the absence of guidance. | → | Eventually recognizes need to decide/act in the absence of guidance and does so |
| Thoroughly considers probable impacts and consequences of own decisions | → | Adequately considers probable impacts and consequences of own decisions |

- Influencing the pace of the operation by demonstrating judgment
- Instilling confidence in subordinates through conviction
- Visibly clarifying intent and emphasizing priorities of work

MOTIVATING (MO) – Actively seeking ways to inspire better performance

Excellent

Satisfactory

| | | |
|------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------|
| Clearly and positively articulates expectations | → | Adequately defines requirements and guidance |
| Inspires action by appropriately rewarding good performance and dealing with poor performance | → | Acknowledges good and poor performances; takes some action accordingly |
| Skillfully delegates consistent with requirements of duty position and individual's capability and developmental needs | → | Gives thought to duty position, capability and developmental needs when delegating |
| Meets subordinates' needs, keeps them informed, provides rationale and provides early warning | → | Attempts to meet subordinate's needs, keep them informed, provide rationale and provide early warning |
| Actively listens, seeks feedback and makes smart, timely adjustments to actions or taskings | → | Makes some use of feedback to modify actions and taskings in progress when needed |

- Gauging climate of unit and using tools to improve unit response
- Generating enthusiasm and energy in others
- Short- or long-range impact

PLANNING (PL) - Deliberate process of preparation for future missions

Excellent

Thoroughly addresses commander's intent while establishing clear course of action for own unit

Plans well focused on desired outcomes; uses "reverse" or "battle sequence" planning techniques to advantage

Balances competing demands with priorities and resource allocations; thoroughly addresses likely contingencies

Logical, appropriately simple, readily understood plan that clearly would accomplish mission

Incorporates easily understood controls (e.g., time-phasing) provides clear "trigger points" or culmination points

Carefully adheres to "1/3-2/3 Rule" and includes realistic periods for preparation and rehearsal

Delegates skillfully and appropriately; uses resources efficiently

Sets smart priorities and suspenses

Makes smart use of METT-T, OCOKA and SOPs

Satisfactory

Adequately abides by commander's intent and adapts plan from higher headquarters to own unit

Plans are generally based on desired outcomes

Attempts to balance competing demands with priorities and resource allocations; has some flexibility

Logical, appropriately simple, readily understood plan that would likely accomplish the mission

Incorporates adequate controls such as time-phasing; others generally understand when actions should begin or end

Reasonably adheres to "1/3-2/3 Rule" and makes some plan for preparation and rehearsal

Delegates adequately; sufficiently allocates resources

OPERATING ACTIONS

PL

Sets adequate priorities or suspenses

EXECUTING (EX) - Supervising the operational phase of mission

Excellent

Satisfactory

Thoroughly completes assigned tasks to meet standard within commander's intent, while caring for people and resources

Generally completes tasks to standard and within

commander's intent, while adequately caring for

Exceeds some standards

people and resources

Makes smart use of available time for preparations, checks and rehearsals

Generally meets minimum standards

Maintains thorough accountability of people and equipment; always clear who is supposed to do what

Makes some use of available time for preparation, checks and rehearsals

Establishes and effectively uses procedures for monitoring, coordinating and regulating subordinates' actions; makes thing happen right the first time

Generally shows good accountability of people and equipment; keeps adequate track of who is supposed to do what

Overcomes obstacles and difficulties; encourages initiative; thrives in fluid environment

Generally establishes and uses procedures for monitoring, coordinating and regulating subordinates' actions; helps things happen

Ensures substandard work is redone until correct

Adequately copes with obstacles or difficulties;

shows some initiative and resilience; handles fluid environment

Willing to make corrections (point out substandard

-Directing the mission to ensure task completion
-Balances intent and flexibility

ASSESSING (AS) – Systematic process of recognizing potential problems and making appropriate corrections

Excellent

Satisfactory

Systematically observes, records and offers feedback
on completed actions and actions in progress;
makes spot corrections effectively

Generally observes records and gives feedback on
completed actions and actions in progress;
makes
some effort to make spot corrections

Maintains a thorough assessment of the situation;
anticipates when conditions will change

Makes adequate assessment of the situation;
notes
when conditions change

Conducts systematic and orderly in-progress reviews
during long-term preparations and actions

Shows evidence of using in-process reviews during
long-term preparations and actions

Consistently correctly judges work in progress based on
appropriate standards and determines causes,
effects and contributing factors

Usually correctly judges work in progress based on
appropriate standards

Conducts and facilitates after action reviews;
clearly

Usually conducts and facilitates after action review;

identifies lessons learned, sorts out important
-Maximizes efficiency of supervisor

often identifies lessons learned

-Checking to ensure compliance

Clearly sorts out important actual and potential
On the spot or AAR feedback problems

Attempts to sort out the important problems

OPERATING ACTIONS

AS

DEVELOPING (DE) - Working to improve the performance of individuals for future operations

Excellent

Effectively expands and enhances the self-confidence, competence and self-esteem of subordinates

Guides and coaches subordinates; encourages initiative; leads by example; inspires people; designs and/or leads effective ways to practice

Clearly specifies standards and expectations; uses recognition or reward to effectively encourage excellence

Actively creates or contributes to a positive command climate

Builds on successes, actively seeks to improve upon weaknesses

- Working with individuals (subordinate and peer alike) to improve future performance
- Getting results in helping others improve
- Giving others tools for self-improvement

Satisfactory

Attempts to expand or enhance self-confidence, competence or self-esteem of subordinates

Frequently coaches subordinates; often encourages initiative; visibly tries to lead by example; makes some effort to design ways to practice

Generally sets expectations; shows evidence of dealing appropriately with both good and poor performance

Contributes to a positive command climate

Attempts to build on successes and improve upon weaknesses

BUILDING (BD) - Working to increase the effectiveness of the team for future operations

Excellent

Satisfactory

Effectively improves the collective performance of the unit in compliance with and support of organizational goals

Attempts to improve the collective performance of the unit and to comply with or support organizational goals

Inspires by example; motivates people to work together; promotes and participates in team achievement

Actively works well with others; active participant in team efforts; effective team player

Fosters ethical climate; ensures people are treated fairly

Attempts to foster ethical climate and treat people fairly

Cooperative, diligent follower; helps build the larger team (next higher unit) as well as own team

Gives same good effort whether in charge or not; contributes to success of own team

Helps others after or while completing own work

Gets own share of work done

Adopts unpopular higher headquarters decisions as own; gets team to act accordingly

Properly executes unpopular higher headquarters decision

Willingly accepts, acts on tasks even on short notice

Accepts and acts on assigned tasks

Effective at working up the chain of command to

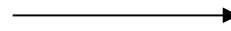
Attempts to work up the chain of command when a problem must be solved there

LEARNING (LR) – Self-improvement by applying previous experience to current performance

Excellent

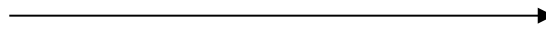
Satisfactory

Expands personal and unit knowledge and capabilities



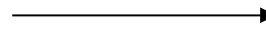
Attempts to expand personal and unit knowledge and capabilities

Readily applies lessons learned



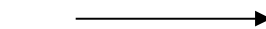
Attempts to find ways to apply lessons learned

Consistently listens actively; asks incisive questions



Listens; asks sound questions

Actively seeks feedback on performance from superiors, peers and subordinates; incorporates it for team and self-improvement



Accepts feedback from others; seeks to improve performance with it

Exhibits some elements of reasonable self-awareness

Shows mature level of self-awareness
-Applying lessons learned to own performance
-Actively seeking self-improvement
-Demonstrating personal growth